

Merlini Hall To Rent SA Office Furniture

STUFF

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'Waiting For Godot' Slated For Performances March 21, 22, 23

By JOSEPH A. JUNGBLUT

Waiting for Godot, for all practical purposes, is considered existential by the critics and by playwright Samuel Beckett. Under the direction of Dr. Ralph Cappuccilli, the play will rumble across the Auditorium stage March 21, 22, and 23 with mysterious dialogue and unknown characters, between a road, a tree, and a mound of dirt.

Mark LaMura, junior from Morganville, N.J., who plays Vladimir, calls the play "a tragic-comedy that teaches the audience that, no matter how hopeless man seems to think he is, he still finds hope."

Everyone will find something different to say about the play: that it is a reverse paradise; that hell is earth; that the constant waiting for Godot (who never appears) is the eternity that man spends looking into his inner self; or, that the play is simply a hoax.

Brad Uhlenhake, junior from St. Mary, O., plays Estragon and waits for Godot along with Vladimir and together they meet Pozzo, played by Paul Barrientos, junior from Ferguson, Mo., Lucky, played by Jerry Patterson, senior from Wolcottville, Ind., and a boy, played by Mark Cappuccilli.



BARRIERIENTOS



LA MURA



PATTERSON



UHLENHAKE

Who is Godot? Burt Larr, who played Estragon in the off-Broadway production, admits "I don't

know." Find out who Godot is for yourself when the Columbian Players present Waiting for Godot.

By JAMES AHR

Merlini hall will receive the use of the SA's office lounge furniture until the furniture promised them for their dorm lounge by the college arrives sometime this semester, it was decided at Tuesday's Student Senate meeting.

Merlini demonstrated last week when the carpet and furniture promised them by the college administration was long overdue.

After several days of displaying their present furniture bearing signs calling attention to its dilapidated condition on the dorm lawn and after meeting with Father Paul White, C.P.P.S., college executive vice-president, the Merlini residents succeeded in getting their carpet installed and received \$120 from White to rent furniture until the items to be ordered arrived.

Headed by Student Senator Pete Gallant (Soph-Mer.), a delegation from Merlini approached the SA officers with a proposal to rent the SA's office lounge furniture—three couches and several chairs—with the \$120 from White.

THREE TO ONE

SA Vice-President Steve Kizaric was initially receptive to the suggestion, but the other three officers — President Jim Stoup, Secretary Bill Carrigan and Treasurer Mike Wilkinson — voiced strong opposition.

Declining to make the decision himself, Stoup advised the Merlini delegation to seek the Student Senate's endorsement of the plan, although he said he would not consider himself bound by the Senate's decision.

In debate before the Senate, Gallant explained that Merlini residents had invested \$1000 of

their private funds in furnishing their lounge, and had been held up for months by administration footdragging in providing the promised furniture.

Granting Merlini use of the SA's furniture was seen as having the dual effects of solving the hall's dilemma and as effectively pointing up the administration's failure to provide residence halls with the necessities of lounge furniture.

LOST EFFECT

Stoup's reluctance to take this action, though, resulted in the action partially losing its potential effect.

Stoup explained opposition to the proposal on the grounds that (1) such a move would set a precedent for any hall to use in demanding the SA's furniture; (2) since the office furniture actually belonged to the entire student body, it was inequitable to restrict its use to one hall; and (3) the SA might never regain use of the furniture, since it might be passed from hall to hall after Merlini was done using it.

Observers agreed that a dangerous precedent might well have been set by the Senate's vote, but that Stoup's other two objections held less worth.

The officers presently spend \$40,000 annually without Senate approval, so Senate approval of the furniture loan was regarded as nonessential. The danger of the furniture moving from hall to hall after Merlini received their promised furniture was seen as minimal, since few if any halls will be in a position to make such demands at that time.

Dr. Lyle Sleeman, SA faculty advisor, voiced support of the three officers' actions, though, noting that there was a "moral" obligation to keep the furniture in the SA offices, since "the furniture was bought by previous classes to be passed on to future classes, and was not meant to be lent out."

EVERYTHING MUST GO

After the endorsement motion passed the Senate with eight dissenting votes, Stoup, Carrigan and Wilkinson changed their votes to affirmatives, adding the stipulation that all office furniture—including desks and chairs—must go.

The Merlini delegation disclaimed any desire for the desks and chairs, and saw the motion as made for mainly dramatic effect. But, as a Merlini resident observed: "We'll just take the couches and easy chairs. They can carry the damn desks and chairs over themselves."

John Stahura, Campus Organization Senator, then motioned that Powerhouse dorm rent the SA-owned television set in the south Halleck Lounge for \$20.

Stahura's motion failed to pass, and the meeting adjourned after the formation of a committee to work with college Business Manager Thomas Moore in determining hall maintenance problems and establishing priorities for dealing with them.

SA Show, Rally, Mixers This Weekend

The SA Talent Show, an SJC co-ed - St. Dominic's basketball game, the freshman class Road Rally, and two mixers will make up this weekend's activities, according to Mick Ward, SA social co-chairman.

The "Pumettes" of Saint Joseph's will play St. Dominic's College of St. Charles, Ill., in basketball at 2 p.m. Saturday in Alumni Fieldhouse. The Pumettes played St. Dominic's in a tough football game in November which the SJC co-eds lost, 6-0.

"Impact '69," the Student Association talent show, is scheduled for 7 p.m. in the college auditorium Saturday night.

Musical groups "T. H. A.," "The Fertile Rain," and "The Four-Fifths" will entertain along with the folk duo of "Fred and Joe" and songsters, "The Rite of Spring." Mark LaMura, junior from Morganville, N. J., will perform a poetic reading of "Jerry and the Dog."

Humor will be provided in "Laugh-In" blackout form by a singing and dancing cast headed by Wally Hanson, junior from

Wheaton, Ill., and Kevin Griffin, junior from Indianapolis. Campus figures and situations as well as national personalities will be in for comical barbs, predicts Pat West, the show's coordinator and master of ceremonies.

Monogram Club members will act as ushers, West said. "Lots of work went into this show, and we hope that the audience will let us entertain them instead of them entertaining us," he adds.

Concluding the evening will be a mixer in the Halleck Center Ballroom from 9 p.m. to 1 a.m. with "Wonder Clock," a Chicago rock group.

The freshman class-sponsored Road Rally will begin Sunday at 1 p.m., according to Class President Bruce Bobek.

Registration for the event will begin at 10 a.m. in front of the Halleck Ballroom. Entry fee per car is \$4, although any number of contestants may ride in a car.

Participants will be given instructions directing them over 150 miles of northern Indiana and will

also be provided with a set of questions on the area covered.

Points will be awarded on the basis of correct answers to these questions, and the winners will be determined by these point to-

tals. First place is \$25, second place is \$15 and third place is \$10.

"The Nova Express" will conclude the weekend's activities with a mixer from 2 to 5:30 p.m. in Halleck.



—photo by David Travis, U C Maroon

Student-administration confrontations and communications breakdowns between segments of the academic community have become frequent occurrences, such as the recent University of Chicago sit-in. Pages two and three in this week's STUFF look at the student's place in the educational system today and student power at Saint Joseph's.

'Students are niggers. When you get that s

... It's more important, though, to understand why they're niggers. If we follow that question seriously enough, it will lead us past the zone of academic nonsense, where dedicated teachers pass their knowledge on to a new generation, and into the nitty-gritty of human needs and hang-ups. And from there we can go on to consider whether it might ever be possible for students to come up from slavery.

First, let's see what's happening now. Let's look at the role students play in what we like to call education.

Students are politically disenfranchised. They are in an academic Lowndes County. Most of them can vote in national elections, but they have no voice in the decisions which affect their academic lives. The students are, it is true, allowed to have a toy government, run for the most part by Uncle Toms and concerned principally with trivia.

The faculty and administrators decide what courses will be offered; the students get to choose their own Homecoming Queen. When student leaders get uppity and rebellious, they're ignored, put off with trivial concessions, or maneuvered expertly out of position.

'Jump!'

A student is expected to know his place. He calls a faculty member "Sir" or "Doctor" or "Professor." The faculty tell him what courses to take, what to read, what to write, and, frequently, where to set the margins on his typewriter. They tell him what's true and isn't. Some teachers insist that they encourage dissent but they're almost always jiving and every student knows it. Tell the man what he wants to hear or he'll fail you out of the course.

When a teacher says "jump," students jump. Just last week during a class, one girl got up to leave after about 10 minutes had gone by. The teacher rushed over, grabbed her by the arm, saying "This class is not dismissed" and led her back to her seat.

On the same day another teacher began informing his class that he does not like beards, mustaches, long hair on boys, or capri pants on girls, and will not tolerate any of that in his class.



—photo by Jim Ross

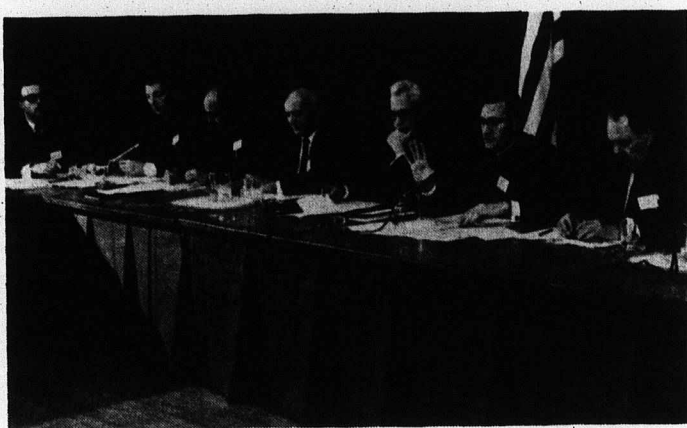
One of the most memorable student demonstrations here was the protest against a campus guard who thwarted the placing of the traditional green flag on top of the water tower on St. Pat's day in 1964. By firing his gun to frighten the tower-climbers, the guard triggered unprecedented student response in the form of pickets and boycotts of the Book Store and the dining halls.

Even more discouraging than this Auschwitz approach to education is the fact that the students take it. They haven't gone through 12 years of school for nothing. They've learned one thing, and perhaps only one thing, during those 12 years. They've forgotten their algebra. They're hopelessly vague about chemistry and physics. They've grown to fear and resent literature. They write like they've been lobotomized.

But can they follow orders! Freshmen come up to me with an essay and ask if I want it folded, and whether their name should be in the upper right corner; and I want to cry and kiss them and caress their poor tortured heads.

The following essay, first printed in The Daily Bruin Spectra at the University of California at Los Angeles, was written by Gerald Farber, an instructor in the University of California system. The essay, originally titled "Student As A Nigger," has been reprinted widely in the student press. It is presented here because of its relevancy and comment upon an all-too-true situation in existence today.

Students don't ask that orders make sense. They give up expecting things to make sense long before they leave elementary school. Things are true because the teacher says they're true. Outside of class, things are true by reason of our tongue, our fingers, our stomach, our heart. Inside class, things are true by reason of authority. And that's just fine because you don't care anyway. Miss Wiedmeyer tells you a noun is a person, place or thing. So let it be.



The Shareholders' Meeting—a novel experiment in student-administration confrontation has yet to take place a second time. Organized by the administration, the meeting provided students with the opportunity to discuss candidly the college's policies and financial situation.

The important thing is to please her. Back in kindergarten, you found out that teachers only love children who stand in nice straight lines. And that's where it's been at ever since. Nothing changes except to get worse.

What school amounts to, then, for white and black kids alike, is a 12-year course in how to be slaves. What else could explain what I see in a freshman class? They've got that slave mentality: obliging and ingratiating on the surface but hostile and resistant underneath.

As do black slaves, students vary in their awareness of what's going on. Some recognize their own put-on for what it is and even let their rebellion break through to the surface now and then. Others, including most of the "good students," have been deeply brainwashed. They swallow the nonsense with greedy mouths.

They honest-to-God believe in grades, in busy work, in General Education requirements. They're pathetically eager to be pushed around. They're like those old grey-headed house niggers you can still find in the South who don't see what all the fuss is about because Mr. Charlie "treats us real good."

Screen Out The Rebels

College entrance requirements tend to favor the Toms and screen out the rebels. Not entirely, of course. Some students want the degree or the 2-S and spend their years on the old plantation alternately laughing and cursing as they play the game. If their egos are strong enough, they cheat a lot. And, of course, even the Toms are angry down deep somewhere. But it comes out in passive rather than active aggression.

They're unexplainably thick-witted and subject to frequent spells of laziness. They misread simple questions. They spend their nights mechanically outlining history chapters while meticulously failing to comprehend a word of what is in front of them.

The saddest cases among both black slaves and student slaves are the ones who have so thoroughly introjected their masters' values that their anger is all turned inward. At Cal State these are the kids for whom every low grade is torture, who stammer and shake when they

speak to a professor, who go through an emotional crisis every time they're called upon during class.

You can recognize them easily at finals time. Their faces are festooned with fresh pimples; their bowels boil audibly across the room. If there really is a Last Judgment, then the parents and teachers who created these wrecks are going to burn in Hell.

So students are niggers. It's time to find out why, and to do this we have to take a long look at Mr. Charlie.

Teachers Are Short On Guts

The teachers I know best are college professors. Outside the classroom and taken as a group, their most striking characteristic is timidity. They're short on guts.

Just look at their working conditions. At a time when even migrant workers have begun to fight and win, college professors are still afraid to make more than a token effort to improve their pitiful economic status.

State college faculties are short-changed regularly and vigorously by the governor and legislature, and yet they still won't offer any solid resistance. They lie flat on their stomachs, mumbling catch phrases like "professional dignity" and "meaningful dialogue."

I'm not sure why teachers are so chicken. It could be that academic training itself forces a split between thought and action. It might also be that the tenured security of a teaching job attracts timid persons and, furthermore, that teaching, like police work, pulls in persons who are unsure of themselves and need weapons and the other external trappings of authority.

At any rate, teachers are short on guts. And, as Judy Eisenstein has eloquently pointed out, the classroom offers an artificial and protected environment in which they can exercise their will power.



—photo by Ed Reed

Apparently still the most viable expression of student power, elections provide systematic representation for the student body.

Your neighbors may drive a better car; gas station attendants may intimidate you; your wife may dominate you; the state legislature may mess on you; but in the classroom, by God, students do what you say—or else.

The grade is a hell of a weapon. It may not rest on your hip, potent and rigid like a cop's gun, but in the long run it's more powerful. At your personal whim—any time you choose—you can keep 35 students for nights and have the pleasure of seeing them walk into the classroom pasty-faced and red-eyed carrying a sheaf of typewritten pages, with title page, MLA footnotes and margins set at (5 and 9).

Right, our schools begin to make sense . . .

The general timidity which causes teachers to make niggers of their students usually includes a more specific fear—fear of the students themselves. After all, students are different, just like black people. You stand exposed in front of them, knowing that their interests, their values and their language are different from yours.

To make matters worse, you may suspect that you yourself are not the most engaging of persons. What then can protect you from their ridicule and scorn? Respect for authority. That's what. It's the policeman's gun again. The white bwana's pith helmet. So you flaunt that authority.

You wither whisperers with a murderous glance. You crush objectors with erudition and heavy irony. And, worst of all, you make your own attainments seem not accessible but awesomely remote. You conceal your massive ignorance—and parade a slender learning.

The teacher fear is mixed with an understandable need to be admired and to feel superior—a need which also makes him cling to his "white supremacy." Ideally, a teacher should minimize the distance between himself and his students. He should encourage them not to need him—eventually or even immediately. But this is rarely the case.

High Priests Of Mystery

Teachers make themselves high priests of arcane mysteries. They become masters of mumbo-jumbo. Even a more or less conscientious teacher may be torn between the desire to free his students and the desire to hold them in bondage to him.

Finally, there's the darkest reason of all for the master-slave approach to education. The less trained and the less socialized a person is, the more he constitutes a sexual threat and the more he will be subjugated by institutions, such as penitentiaries and schools.

We should recognize a similar pattern in education. There is a kind of castration that goes on in schools. It begins before school years with parents' first encroachments on their children's free, unashamed sexuality and continues right up to the day when they hand you your doctoral diploma. It's not that sexuality has no place in the classroom. You'll find it there but only in certain perverted and vitiated forms.

How does sex show up in school? First of all, there's the sadomasochistic relationship between teachers and students. That's plenty sexual, although the price of enjoying it is to be unaware of what's happening.

In walks the teacher in his Ivy league equivalent of a motorcycle jacket. In walks the teacher and flogs his students with grades, tests, sarcasm and snotty superiority until their very brains are bleeding.

In Swinburne's England, the whipped school boy frequently grew up to be a flagellant. With us perversion is intellectual but it's no less perverse.

Sex also shows up in the classroom as academic subject matter—sanitized and abstracted, thoroughly divorced from feeling. These are the classes for which sex, as Feiffer puts it, "can be a beautiful thing if properly administered."

And then, of course, there's still another depressing manifestation of sex in the classroom: the "off-color" teacher who keeps his class awake with sniggering sexual allusions, obscene titters and academic innuendo.

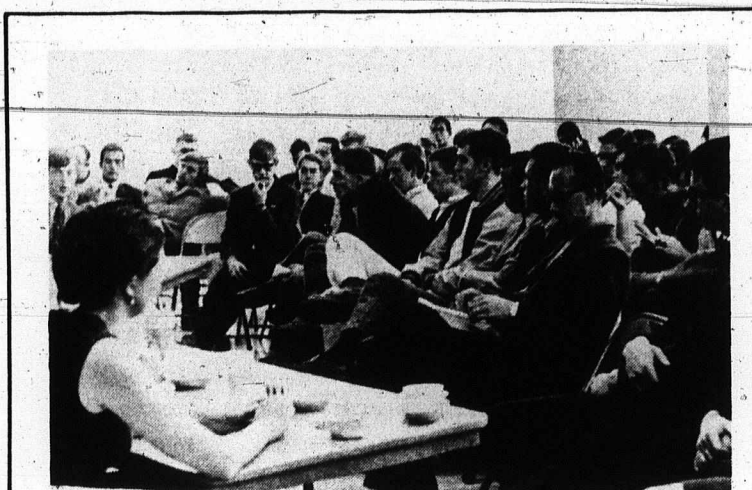
What's missing from kindergarten to graduate school is honest recognition of what's happening—turned-on awareness of what's underneath the petti-pants, the chinos and the flannels. It's not that sex needs to be pushed in school, sex is pushed enough.

But we should let it be—where it is and like it is. As things stand now, students are psychically castrated or spayed—and for the very same reason that black men are castrated in Georgia. They are a threat.

And there are more causes, some of which are better described in sociological than psychological terms. Work them out, it's not hard. But in

the meantime what we've got on our hands is a whole lot of niggers.

And what makes this particularly grim is that the student has less chance than the black of getting out of his bag. Because the student doesn't even know he's in it. That, more or less, is what's happening in higher education. And the results are staggering.



—photo by Kathy Rogers

'Time-Out' Day last October consisted of student-faculty-administration forums ranging in topics from theology to the athletic situation at Saint Joseph's.

For one thing, little education takes place in the schools. How could it? You can't educate slaves; you can only train them. Or, to use an even uglier and more timely word, you can only program them.

I like to folk dance. Like other novices, I've gone to the Intersection or to the Museum and laid out good money in order to learn how to dance. No grades, no prerequisites, no separate dining rooms; they just turn you on to dancing. That's education.

Now look at what happens in college. A friend of mine recently finished a folk dance class. For his final, he had to learn things like this: "The Irish are known for their wit and

imagination, qualities reflected in their dances, which include the jig, the reel and the hornpipe."

And then the teacher graded him, A, B, C, D, or F, while he danced in front of her. That's not education. That's not even training. At my school we even grade people on how they read poetry.

Another result of student slavery is equally serious. Students don't get emancipated when they graduate. As a matter of fact, we don't let them graduate until they've demonstrated their willingness—over 16 years—to remain slaves.

And for important jobs, like teaching, we make them go through more years just to make sure. What I'm getting at is that we're all more or less niggers and slaves, teachers and students alike. This is a fact you want to start with in trying to understand wider school phenomena, say, politics, in our country and in other countries.

How To Raise Hell

How do you raise hell? That's a whole other article. But just for a start, why not stay with the analogy? What have black people done? They have, first of all, faced the fact of their slavery. They've stopped kidding themselves about an eventual reward in that Great Watermelon Patch in the sky. They've organized; they've decided to get freedom now, and they've started taking it.

Students, like black people, have immense power. They could, theoretically, insist on participating in their own education. They could make academic freedom bilateral. They could teach their teachers. They could learn to dance by dancing on the IBM cards. They could put the grading system in a museum. They could raze another set of walls and let education flow out and flood the streets.

They could. They have the power. Only in a few places like Berkeley have they even begun to think about using it.

Breaking The Chains Of Slavery

How far has the Saint Joe student advanced in breaking his "chains of slavery?"

To be sure, much progress has been made in recent years. Jim Beier ('67) contributed to the movement in placing the selection of campus movies totally in the hands of the students. But, of course, Beier ran into problems with freedom of expression as he questioned Roman Catholic teachings.

Richard McDaniel ('69) managed to demonstrate that the Pursley Creative Writing Award was presented for "acceptable" poetry, not necessarily for the earnest efforts of a sensitive, fledgling writer. But, of course, Saint Joseph's no longer has a Richard McDaniel or a Pursley Award.

This year alone has brought great strides in student rights. A voting student representative sits on the President's Administrative Council, the Academic Senate, and the Student Life Committee. Three more votes on the latter and a vote on the Board of Trustees may be forthcoming. Core curriculum is a welcomed breath of fresh air and should help bring about honest and intelligent discourse among faculty and students.

But what about the formulation of departmental policies and curriculum? Very few departments, such as the psychology and music faculties, have worked closely and consistently with their majors in making important departmental decisions. The absence of student involvement is most unfortunate this year, as each department is trying to adapt to the college's incipient core curriculum.

The "First Annual Sharehold-

ers' Meeting" signalled a new concept in student participation in college administration. But that was in the spring of 1967 and there has yet to a second such confrontation.

Father Charles Banet, C.P.P.S., college president, lamented last spring that he did not want another Shareholders' gathering at that time because he was not in a position to assure the student body of solutions to the college's problems.

One would hope that Father Banet's dilemma did not mark the end of telling the students the truth, good or bad, and of asking for their suggestions.

The student's situation on the list of college priorities also merits serious criticism. A distressing predicament has developed this year with the appointment of Father Richard Kissner, C.P.P.S., as vice-president for student affairs.

The creation of the office of Director of Halleck Center was an attempt at quelling the growing student unrest with poor management of "student affairs." It probably won't do the trick. Because of Father Kissner's continued faulty administration, the student body has suffered from the hampering of the valuable, competent service of the college's two personnel deans, Mrs. Harlan Noel and Carroll Glenn.

Evidently the job of managing student affairs does not warrant serious attention by the college hierarchy.

Students, however, are far from blameless in meeting the challenges of their own milieu. The college Development Committee has extended a standing invitation to the

class presidents to attend the committee's meetings. The presidents have all but ignored the invitation and apparently do not deem it worthy of their consistent attendance. Likewise with the faculty's invitation to the SA President to attend their monthly meetings.

Student leaders have shown an appalling lack of unity and orderly procedure in facing their internal problems. SA President Stoup's refusal to answer the question of whether Merlini will rent (at the administration's expense) the furniture in the SA offices indicates either the fear or the inability of making executive decisions. He arbitrarily dismissed his responsibility by directing Merlini representatives to the Student Senate. Unfortunately, the student body lost the benefits, psychological and material, of an immediate solution to a student problem, as well as an impressive demonstration of student power.

Although demonstrations of student power have become far from uncommon this year, they unfortunately concern matters—such as heat and water—which would be taken care of as a matter of course at any other college worthy of the name.

As time goes on, though, and student involvement in academic matters and concern for the overall issue of the student-institution relationship becomes more pronounced, student participation in the affairs of the entire academic community will hopefully become more than token. And as participation becomes more than token, perhaps the SJC student will be freed from his academic "chains of slavery." J. A. & S. T. S.

PUMA PRINTS

By JOHN TOMLINS

Things were up to par when the ICC head coaches sat down and callously cast their ballots for the annual all-conference basketball squad last week. Twenty players were nominated by their coaches for all-conference consideration.

The five capturing the most votes on a 10-9-8-7-6 etc. basis were named to the first team and the next highest five to the second team. And, as is prone to happen in these deals, the Puma cagers got the shaft. While every other ICC contestant sported at least one first team choice, names of Pumas were nowhere to be found.

As for this year's team, guards Ted Hillary and Chuck Lamm were relegated to the second team. This means that the coaches over-looked one of the top outside-shooters in the conference in Lamm, who averaged 19.6 points per conference battle.



Lamm

They also discarded Hillary, one of the best all-around performers in the conference, who tallied 17.5 points per game, led the league in assists, and sparked the third best defense in the ICC.



Hillary

But, considering a wealth of outstanding backcourt men in the conference this season, one might excuse this idiocy.

Here's the clincher. All the benevolent coaches thought Frank Pohlgeers deserved was an honorable mention. In official terms, "Honorable mention was accorded those players who failed to make the top 10 but who received mention on ballots of at least two coaches."

In other words, in the minds of the head coaches, Frank wasn't worth much more than the price of his knee pads. What evil lurks in the minds and hearts of these men?

Pohlgeers led the league with 100 rebounds in 8 games for an average of 12.5 per game, tossed in 10.8 points per game, shot .526 from the field (fourth in the ICC), and .788 from the free throw line (fifth best).

This is getting a little out of hand. The debauchery of this year's voting reminds one of the incident which led to the demise of Ken Broussard.

Broussard was one of the ICC's classiest players during the 1965-66 season, his sophomore year. He was voted a first-team Catholic All-American performer, yet was relegated to the second all-star team in the ICC.



Pohlgeers

Three years before this, the Pumas received similar treatment when guards George Post and Russ Marcinek, both among the league's top five scorers, were handed second-team berths.



Broussard

In the balloting, each coach votes for players from those schools other than his own.

This is hardly to say that the Butler, DePauw, Evansville and Valparaiso chieftans of the hardwood are locked in conspiracy against Saint Joe. But it does seem they have missed the boat, toppled from the pier and suffer from a water-logged sense of justice.

So, just for the record, either Frank Pohlgeers, Ted Hillary or Chuck Lamm should have been selected for first team all-conference selection. And as far as the head coaches of the ICC are concerned, they blew another one.

IM STANDINGS

1. Gallagher-Aquinas	768
2. East Seifert-Scharf	616
3. Xavier	554
4. Halas	445
5. W. Seifert-Powerhouse	351
6. New Dorm West	325
7. Gaspar-Washburn	321
8. Schwieterman	308
9. Merlini-White House	294
10. Noll	261

Puckers Play Polars

Sporting a 1-1 season record, the SJC Hockey Club awaits the third game in a series against the Polar Dome All-Stars, scheduled for Saturday at 12:30 a.m. in East Dundee, Ill.

With a little rink experience behind them, the Pumas swamped the All-Stars, 8-4, Feb. 22. Jim Rankin led the offensive surge with a three-goal hat trick. Single goals were scored by Lou Offer, Brian Harris, Jim Niezer, Fred Bobka and John Cullum.

The Puma icers dropped a hard-fought contest to the All-Stars Feb. 8, 6-4. Scoring the first goal was Charlie Gugino. Also lighting the scoring lamp in the final period rally that fell short were John Kinnick, Jim Szymul and Rankin.

.. Reel Review ..

by TOM TECKMAN

Five Million Years To Earth

Saturday, 10 p.m. only

James Donald, Julian Glover. This is the weekend for the bizarre science fiction movies.

While working on a subway in London, workers find strange bones, which turn out to be those of highly intelligent prehistoric apes. Next, the workers dig up a strange spacecraft. Perplexed anthropologists question the feasibility of an interplanetary expedition of millions of years ago that failed. Or did it?

Battle Beneath The Earth

Sunday, 10 p.m. only

Kerwin Matthews, Martin Benson, Vivian Ventura.

This is another winner. It looks somewhat realistic: the Chinese plot to invade the U.S. But Hollywood gives the plot a novel twist. The invasion will take place by means of tunnels located beneath

Chuck Lamm, Saint Joseph's senior guard from Michigan City, Ind., was named the Pumas most valuable player for 1968-69 during the annual basketball awards dinner held Thursday in the Halleck Center dining room. Lamm, a 6-1 speedster, tallied 379 points this season to finish with 1184 career points, fourth on the school's all-time list of leaders.

Guest speaker for the dinner was Mike Storen, General Manager of the Indiana Pacers of the American Basketball Association. He was accompanied by Bernie Lareau, former trainer at Saint Joseph's who is now head trainer for the Pacers.

Head basketball coach Jim Holstein termed the 1968-69 season a successful one, noting that "we gave it everything we had. We had unity and a great team effort. To the seniors, we are proud of you and wish you the best of

everything in the future. And to you underclassmen who will be back with us next year, we hope



HOLSTEIN

you will carry on the tradition of effort and desire shown by the 1968-69 team."

Dick Pawlow, head freshman

coach, praised his 1968-69 Puma Cubs as an "outstanding team. We had good confidence individually and as a unit, which spread into aggressiveness and a winning attitude. We hope all of you will be able to make solid contributions to our basketball program as you continue through school."

Varsity players receiving major awards were Lamm (plaque), Bob Seggerson (sweater), Dan Ellis (sweater), Ted Hillary (jacket), Frank Pohlgeers (plaque), Bill Conwell (jacket), Bill Weliky (jacket), Bill Gladieux (sweater) and Steve Scharf (plaque). Minor awards were given Joe Fritz, Mark Hurtubise, Mark Phillips, Mike Duffy and Tony Gribi.

Freshman numerals were awarded George Brun, Roger Morgan, Dennis Oury, Paul Mamon, Dave Pettengell, Ed Heintschel, Ed Muhlenkamp, Jerry Pankey, Ron Fueger and Jim Walker.

Keglers Lash Loras, Meet IIT Sun.

The Saint Joseph's College bowling team was in winning form March 2 as it rolled its way to victory over Loras College of Dubuque, Iowa, 7-4, at Holbrook's Maple Lanes. It was the first win in the Midwest Intercollegiate Bowling Conference (MIBC) this year for the Pumas, who now stand 1-5.

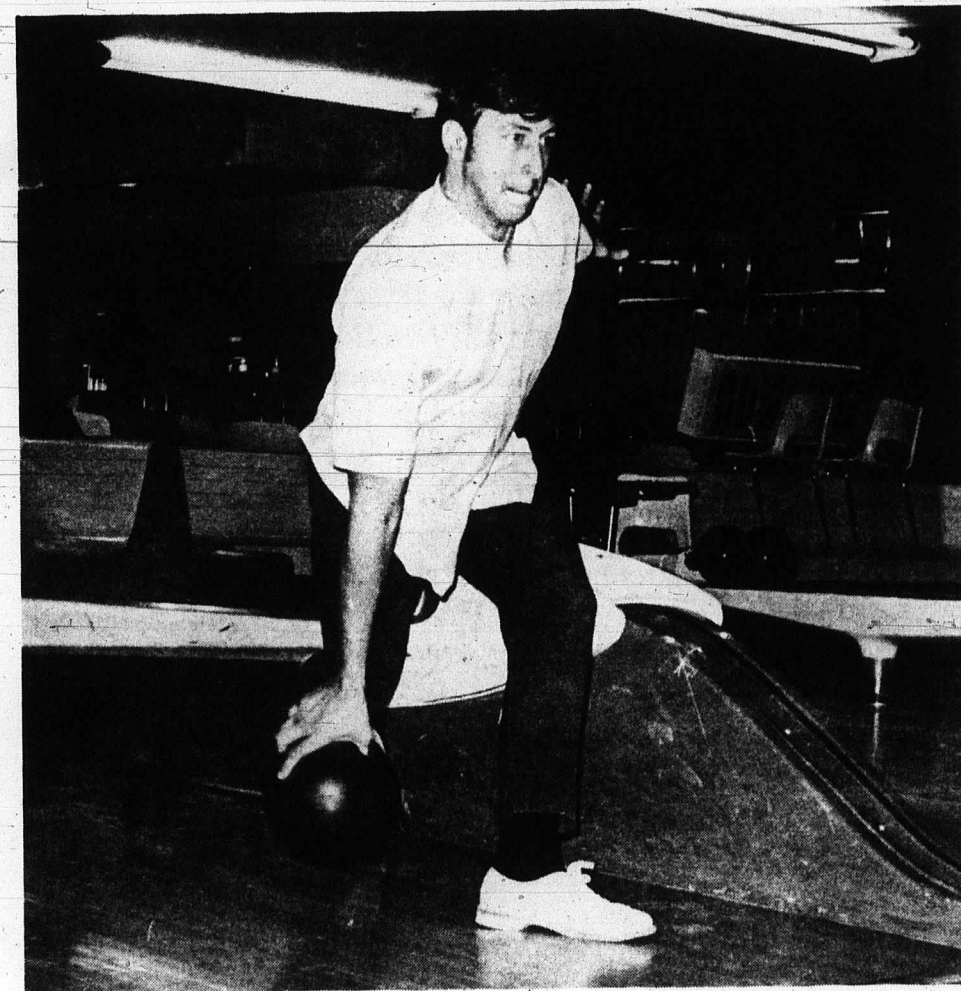
Junior southpaw Ed Niebuhr swept the individual as well as the combined series score while rolling the high game of 242 and accumulating 997 pins overall. Niebuhr's 199 average in the match moved him into fourth position in the MIBC scoring parade with a season average of 191.

Bob Varvaro, also a junior, bolstered the Puma effort, averaging 188 and accounting for 949 total pins in the five-game series. Another junior, Chet Woodworth, and senior Dick Kibler also turned in good performances, rounding out Saint Joe's balanced offense.

For the luckless Loras team, Tom Feltes set the pace with a

962 series followed by teammate Mike Tillson with a 945. The loss gave Loras an overall season record of 2-4. One of the two wins came at the expense of the Pumas back in November, by an identical score.

The next match is set for Sunday against league-leading Illinois Institute of Technology. Starting time is set for 1:30 p.m. at Holbrook's Maple Lanes. In the previous match, IIT whitewashed the Pumas 11-0.



Dick Kibler, veteran Saint Joe bowler, practices his delivery for this Sunday's match with IIT.

Letters

Dear Sirs:

I wish to express "agreement in principle" with Father Robbins' letter which appeared in STUFF. However, I think it is necessary to point out that the Church and clergy must accept a major share of the responsibility for the rare situation which exists in this country.

Through a constant distortion and misinterpretation of the Christian doctrine of "turn the other cheek" and through a failure of the clergy to take a dynamic stand on the issue, racism has been encouraged and promoted.

It seems pathetic that we whites now plead with the blacks to rally around the banner of Christian morality.

Mike Tierney, C.P.P.S.

This Week

FRIDAY—AABA lecture: "The Black Priest in the White Church," Rev. George Clements, Halleck Conference Room, 7:30 p.m.

SATURDAY — Basketball: co-eds of Saint Joe vs. girls of St. Dominic's, 2 p.m. Talent Show: "Impact '69," auditorium, 7 p.m. Mixer with "Wonder Clock," Halleck Ballroom, 9 p.m. Campus movie: "Five Million Years to Earth," auditorium, 10 p.m. only.

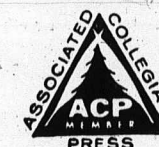
SUNDAY — Road Rally, 1 p.m. Mixer with "The Nova Express," ballroom, 2 p.m. Campus movie: "Battle Beneath the Earth," college auditorium, 10 p.m. only.

WEDNESDAY — Young Democrats: meeting, Halleck Conference Room, 7:30 p.m. Senior-Faculty Banquet, Halleck Dining Hall, 6:15 p.m.

STUFF



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